

# Bentley Park College

## Queensland State School Reporting

### 2014 School Annual Report



ASPIRE - LEARN - ACHIEVE

Postal address	PO Box 289 Edmonton 4869
Phone	(07) 4040 8111
Fax	(07) 4040 8100
Email	the.principal@bentleyparkcollege.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	College Principal

## Principal's foreword

### Introduction

This report reviews the progress of Bentley Park College on its improvement journey. It also provides statistical information across a range of areas including Opinion surveys, staffing, finance and student outcomes.

Bentley Park College is committed to continuous improvement and pathways for all students.

### School progress towards its goals in 2014

Priory1. Improving Teaching	Progress
<ul style="list-style-type: none"> <li>Align Explicit Teaching and consolidation across p-12.</li> <li>Using 2013 data develop and implement an ET PD plan for each sector of the College</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching the identified signature methodology.</li> <li>Teachers received PD and coaching in Explicit Teaching</li> </ul>
<ul style="list-style-type: none"> <li>Continue the use of foundation programs, Cars and Stars, Spelling Mastery and EMMS and JEMMS to lift levels of achievement in literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Foundation programs implemented p-9</li> </ul>
<ul style="list-style-type: none"> <li>Use data to identify students at risk and provide focussed support programs for individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students identified and support programs implemented</li> </ul>
<ul style="list-style-type: none"> <li>Continue to review and adapt ACARA units to ensure suitability for the student cohort</li> </ul>	<ul style="list-style-type: none"> <li>ACARA units adapted as required</li> </ul>
<ul style="list-style-type: none"> <li>Embed the feedback system (coaching and supervision) across p-12 including SEP</li> </ul>	<ul style="list-style-type: none"> <li>Continued refinement of the Feedback system</li> </ul>
<ul style="list-style-type: none"> <li>Implement E-Learning program in year 7, 8 &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>E- learning program implemented</li> </ul>
<ul style="list-style-type: none"> <li>Develop a plan for MSSWD and implement</li> </ul>	<ul style="list-style-type: none"> <li>MSSWD plan developed and phase 1 implemented</li> </ul>
<ul style="list-style-type: none"> <li>Plan for the implementation of Junior secondary</li> </ul>	<ul style="list-style-type: none"> <li>Plan completed and initial actions undertaken</li> </ul>

<ul style="list-style-type: none"> <li>Implementation of GRG strategies to improve engagement and literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Program (available on website) successfully implemented</li> </ul>
<b>Priority 2: Refining and embedding data based decision making.</b>	
<ul style="list-style-type: none"> <li>Embed the use of a p-12 data capture and review system based around 5 week intervals</li> </ul>	<ul style="list-style-type: none"> <li>Data plan &amp; systems in place. Effectiveness needs to be reviewed</li> </ul>
<ul style="list-style-type: none"> <li>Provide PD for staff on the analysis and use of data to inform teaching and learning including the establishment of benchmarks and targets. Provide regular opportunities for moderation of assessment and data reviews with a line manager</li> </ul>	<ul style="list-style-type: none"> <li>Some PD and opportunities provided. Requires an increased focus</li> </ul>
<ul style="list-style-type: none"> <li>Embed the use of data walls across p-6</li> <li>Embed the use of LOA ladders in 7-12</li> </ul>	<ul style="list-style-type: none"> <li>Use of data walls and ladders embedded across sectors</li> </ul>
<ul style="list-style-type: none"> <li>Develop ILPs (within PLPs) for all students</li> </ul>	<ul style="list-style-type: none"> <li>All Students have ILPs</li> </ul>
<ul style="list-style-type: none"> <li>Refine and consolidate the system for tracking individual student progress in years 11&amp;12 towards attainment of the service commitment</li> </ul>	<ul style="list-style-type: none"> <li>System refined and embedded</li> </ul>
<b>Priority 3: Refining and embedding Planning &amp; Accountability Systems at all leadership levels.</b>	
<ul style="list-style-type: none"> <li>Collaboratively develop and implement the College AIP</li> </ul>	<ul style="list-style-type: none"> <li>AIP developed and implemented</li> </ul>
<ul style="list-style-type: none"> <li>Systems work, AAPs, SRDs</li> </ul>	<ul style="list-style-type: none"> <li>Completed to schedule</li> </ul>
<ul style="list-style-type: none"> <li>Principal to develop and implement a system and timelines for ongoing WPRs with HOS, HOSES and program leaders. System to be utilised by other leaders in line management.</li> </ul>	<ul style="list-style-type: none"> <li>Completed to schedule</li> </ul>
<ul style="list-style-type: none"> <li>All school leaders to use task assignments to frame the work required of staff</li> </ul>	<ul style="list-style-type: none"> <li>Completed as required</li> </ul>
<ul style="list-style-type: none"> <li>Engage with and respond to the school Discipline Audit</li> </ul>	<ul style="list-style-type: none"> <li>Completed and recommendations actioned</li> </ul>
<b>Priority 4: Connecting parents and caregivers with their children's learning.</b>	
<ul style="list-style-type: none"> <li>Involve parents and caregivers in the ILP process.</li> </ul>	<ul style="list-style-type: none"> <li>Parents involved either face to face or by mail</li> </ul>
<ul style="list-style-type: none"> <li>Utilise a series of events to bring parents and community into the College</li> </ul>	<ul style="list-style-type: none"> <li>Range of events held across the College including Community Breakfast each term.</li> </ul>
<ul style="list-style-type: none"> <li>Conduct parent interviews as part of the reporting process</li> </ul>	<ul style="list-style-type: none"> <li>Parent interviews conducted – attendance 7-12 is poor.</li> </ul>
<ul style="list-style-type: none"> <li>Utilise home visits as a strategy to connect with parents</li> </ul>	<ul style="list-style-type: none"> <li>Targeted home visits conducted</li> </ul>
<b>Priority 5: Pathways</b>	
<ul style="list-style-type: none"> <li>Consolidate the process for tracking student progress towards QCE and QCIA attainment (LOA ladders)</li> </ul>	<ul style="list-style-type: none"> <li>Process Embedded</li> </ul>
<ul style="list-style-type: none"> <li>Implement a case management system for students at risk</li> </ul>	<ul style="list-style-type: none"> <li>Process developed and implemented</li> </ul>

<ul style="list-style-type: none"> <li>Implement JET planning</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken</li> </ul>
<b>Priority 6: Student Engagement and Well Being</b>	
<ul style="list-style-type: none"> <li>Adopt the Regional attendance system and implement at BPC</li> </ul>	<ul style="list-style-type: none"> <li>System adapted and implemented</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Adapt the Regional Behaviour System/SWPBS and implement at BPC</li> </ul>	<ul style="list-style-type: none"> <li>System adapted and implemented</li> </ul>
<ul style="list-style-type: none"> <li>Implement the Cancellation of Enrolment and case management systems</li> </ul>	<ul style="list-style-type: none"> <li>Implemented to schedule</li> </ul>
<ul style="list-style-type: none"> <li>Continue to support ATSI students to access all aspects of schooling</li> </ul>	<ul style="list-style-type: none"> <li>Students supported through arrange of systems</li> </ul>
<b>Priority 7: Literacy and numeracy</b>	
<ul style="list-style-type: none"> <li>Continue the use of foundation programs to support improvements in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Programs successfully implemented</li> </ul>
<ul style="list-style-type: none"> <li>Review and adjust the service delivery model for learning support with a particular focus in Junior Secondary</li> </ul>	<ul style="list-style-type: none"> <li>Model adjusted and implemented</li> </ul>
<ul style="list-style-type: none"> <li>Develop and implement a p-10 Reading Program</li> </ul>	<ul style="list-style-type: none"> <li>Program developed and implemented</li> </ul>
<ul style="list-style-type: none"> <li>Develop and implement a p-10 writing program</li> </ul>	<ul style="list-style-type: none"> <li>Program developed</li> </ul>
Extend the p-6 Mathematics program to p-10	<ul style="list-style-type: none"> <li>Program still under development</li> </ul>

**Future outlook:**

The following are the key focus areas for the school moving forward;

- Alignment of programs, practices and processes p-12
- Ensuring Quality Teaching
- Enhancing student outcomes in Literacy, Numeracy and science
- Improving Student Well Being and Engagement
- Successfully implementing Junior Secondary
- Connecting with parents and the community
- Improving Year 12 outcomes for all students

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1568	744	824	90%
2013	1516	705	811	86%
2014	1430	655	775	88%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Our student body consists of a diverse range of students with a mix of aspirations. Our student body is representative of 22 different cultural backgrounds. 31% of our students identify as being Aboriginal or Torres Strait Islander, with a further 6.36% of our students from a Pacifica background. Whilst students come from a range of socio economic backgrounds, the School's ICSEA Index puts it in the 8<sup>th</sup> percentile which is a relatively high level of disadvantage overall. Our enrolment continuity has shown some improvement although there is still mobility between schools in the southern corridor and remote communities. Many of our families have students in both the p-6 and 7-12 sectors of our school.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	25	23	25
Year 7 Secondary – Year 10	24	24	23
Year 11 – Year 12	17	18	18

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	256	293	341
Long Suspensions - 6 to 20 days	63	85	59
Exclusions <sup>#</sup>	6	9	11
Cancellations of Enrolment	12	37	40

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

BPC offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. The College has a range of distinctive and specialist programs, including Rugby League, Netball, Music and ICT. Engagement in these programs is complimented by students' involvement in curriculum subjects that include Rugby League, Netball, Instrumental Music and Music Extension, CISCO CCNA and Cert 4 in Interactive Digital Media. The College is a Microsoft IT Academy school.

The College has links with community organisations, such as the Northern Pride Rugby League Club, James Cook University, and the Cairns Early Years Centre that enhance the experience of students in *Specialised Programs* and curriculum classes.

The College has a fully equipped automotive workshop, the only one of its kind in the southern cluster of Cairns. The workshop is used by senior students engaging in Certificate I in Automotive.

The College has a product partnership with My Other Mum Training that enables students studying Early Childhood to complete a Certificate III in childcare. .

Cisco qualifications are recognized worldwide and give our students access to IT jobs throughout the world.

### Extra curricula activities

Students at BPC engage in a wide variety of extra curricula activities, competitions and clubs that develop and extend on their curriculum experience in Sport, The Arts, Business and ICT, Mathematics, English, Science, Social Sciences, Music, Leadership and creative writing. BPC students are regular contributors to the Post Ed section of the Cairns Post.. The College Band and Jazz Ensembles are often called upon to perform at community events including the annual Edmonton ANZAC Day Ceremony. Student leadership and service are highly regarded at the College with positions for Junior (Yr 7-9) and Senior (Yr10-12) leaders in addition to student involvement in the Indigenous Leaders of Tomorrow and Indigenous Leaders of the Future programs. These students operate a daily Breakfast Club providing a healthy breakfast before school for their peers. Students are invited to participate in afterschool tutoring with teaching staff.

### How Information and Communication Technologies are used to assist learning

We **ASPIRE** to create rich, real and relevant eLearning @ BPC where every student can **LEARN** through use of digital technologies, pedagogy and content to **ACHIEVE** results in our eLearning spaces.

Every teacher is accountable for the use of digital technologies in the teaching and learning of students. In order to support teaching staff to meet their accountability Bentley Park College supports the teachers in using and developing their digital pedagogy through accessibility to technology and professional development programs.

The accessibility criterion has been met by implementing a strategy for creating access to technology rich learning throughout the college. A one-to-one computer-students model has been implemented by which every student in years 9 to 12 have access to computers either by being enrolled in a laptop programme or through accessing technology in one of 8 computer labs in the 7-12 section of the college. Two new labs have been set up in the P-6 section of the school and a "laptops in trolleys"-programme is being implemented in years 3 – 6 through which each class will have access to a set of laptops to be used by a group of students exercising specific skills through technology. A similar programme is being implemented in year 9 foundation classes for Maths, English, SOSE and Science. The college has provided a number of other technological devices to further support eLearning such as iPads, digital cameras, microphones, sound-players and other multimedia devices. Through accessibility and well developed digital pedagogies every student experiences eLearning every single day as a part of their schooling.

The eLearning of the students is developed through the use of professional software (such as MS Office, Adobe CS5, Autodesk 3DS Max, Revit, Inventor and Autocad etc.) and online tools (Mathletics, Reading Eggs, Learning Place etc.) that gives the students authentic learning opportunities that develops their ICT technical skills as well as their ethical awareness of the benefits and dangers of cyberspace. It prepares the students for long-life learning with technology. The college currently offers unique eLearning opportunities for students in years 10 -12: Certificate IV in Interactive Digital Media qualifying the students for a job in graphical design, web design or animation; Cisco IT Essential and Cisco CCNA qualifying students for a job as technical IT supporters or network associates; Create and Tech Express through which parent funded devices give students access to technology (iPods or laptops) every day resulting in students winning several state, national and international online mathematical competitions.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on SFD as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students. As an example of this work one teacher is now trialling a system by which all students in the class collaborates using individual mice connected to the same computer.

The student achievements and learning experiences is further supported at Bentley Park College through information technologies (some developed by college staff) that are used for monitoring student progress and attendance so the early

intervention can happen to support students at risk of under achieving. A total online staff support solution has been developed so that all staff members can access most vital information online whether being at school or at home.

## Social Climate

Support programs on offer in the 7-12 sector of the college include Sensibility, SHINE, RAGE, SCREAM, Drumbeat, ASDAN – individual, small group and class group projects. A check in system has been developed for students on long SDA's to ensure engagement with the College continues. Mediation and Yoga groups are run before and after school. Study Centre operates out of the Senior Library on Tuesday and Thursday afternoons from 3.15 – 5.15pm and is available to all P-12 students. Homework Centre operates out of the P-6 Library on Wednesday afternoons until 4.30pm. The Breakfast program operates Mondays, Wednesdays and Fridays before school.

Strategies that are used in response to bullying include; STYMIE anonymous online notifications, counselling and mediations by the Guidance Officer, School Chaplain, parent/teacher/student meetings as well as proactive strategies such as Year level lunch time activities, Learning for Life lessons focusing on the issue of Bullying and strategies to take, Registration and involvement of National "Say No to Bullying Day" in March with chalk art activities and awareness campaigns, guest speakers/organisations presenting anti-bullying workshops/media presentations.

Pastoral care has been developed with the introduction of the Peer Mentor program. In 2015 Peer Mentors from year 10 have been working with year 7 students. In 2016 the program will expand to an additional year level. Additionally, support staff conduct home visits to each year 7 family in Term 2, each year 10 family in Term 3, and each year 8 family in Term 4 to develop communication.

Student social and emotional well-being is prioritised by a vast array of Support staff employed within the school including: School Based Health Nurse, School Chaplain, Youth Support Coordinator, Community Education Counsellor, Community Liaison Officer, School Based Police Officer, Guidance Officer, Engagement Officer, Responsible Behaviour Officer, ASDAN coordinator, SEC/RTC Teacher Aide. The College implements practices that reflect Positive Behaviour for Learning (PBL) and incorporates a rewards system to acknowledge positive behaviours and attendance.

Recognition of cultural diversity is exemplified by the hosting of Harmony Day at the College, featuring a range of cultural dances including Aboriginal, Torres Strait Islands, Polynesian Dance and Percussion groups with a shared meal. Each year the College celebrates NAIDOC week in Term 3 exposing students to a range of cultural activities including storytelling, face painting, sharing of cultural food and Sporting competitions.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	70%	67%	83%
this is a good school (S2035)	67%	56%	83%
their child likes being at this school* (S2001)	70%	89%	89%
their child feels safe at this school* (S2002)	70%	75%	83%
their child's learning needs are being met at this school* (S2003)	70%	78%	83%
their child is making good progress at this school* (S2004)	50%	78%	90%
teachers at this school expect their child to do his or her best* (S2005)	78%	89%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	60%	67%	90%
teachers at this school motivate their child to learn* (S2007)	40%	78%	83%
teachers at this school treat students fairly* (S2008)	38%	78%	70%
they can talk to their child's teachers about their concerns* (S2009)	67%	89%	97%
this school works with them to support their child's learning* (S2010)	60%	78%	75%
this school takes parents' opinions seriously* (S2011)	38%	67%	58%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	25%	33%	69%
this school looks for ways to improve* (S2013)	56%	78%	83%
this school is well maintained* (S2014)	78%	100%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	81%	94%	98%
they like being at their school* (S2036)	84%	88%	97%
they feel safe at their school* (S2037)	82%	84%	92%
their teachers motivate them to learn* (S2038)	84%	94%	97%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%	96%
teachers treat students fairly at their school* (S2041)	82%	89%	87%
they can talk to their teachers about their concerns* (S2042)	63%	91%	84%
their school takes students' opinions seriously* (S2043)	69%	84%	88%
student behaviour is well managed at their school* (S2044)	59%	78%	78%
their school looks for ways to improve* (S2045)	87%	94%	97%
their school is well maintained* (S2046)	79%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	79%	95%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	90%
they feel that their school is a safe place in which to work (S2070)		85%	90%
they receive useful feedback about their work at their school (S2071)		89%	86%
students are encouraged to do their best at their school (S2072)		95%	91%
students are treated fairly at their school (S2073)		94%	91%
student behaviour is well managed at their school (S2074)		70%	70%
staff are well supported at their school (S2075)		80%	75%
their school takes staff opinions seriously (S2076)		70%	77%
their school looks for ways to improve (S2077)		95%	92%
their school is well maintained (S2078)		85%	91%
their school gives them opportunities to do interesting things (S2079)		77%	82%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The levels of parent participation varies across different sectors of the College. In the p-6 sector parents regularly attend assemblies and special events. Parents are also active in assisting in classrooms, particularly with reading. Parent teacher interviews are also well attended. Our Indigenous Liaison Officers and Community Liaison Officers maintain regular contact with parents, including through the use of home visits. Parent involvement in the 7-12 sector is much more spasmodic. Specialist programs such as Rugby League and Netball attract good numbers of parents when students are involved in matches. Our community breakfasts held once a term attracted an increasing number of parents. The development of Individualised Learning Plans for every student p-12 has also increased parent involvement in their children's learning.

## Reducing the school's environmental footprint

Bentley Park College is continuing to strive toward reducing our environmental foot print by employing a number of different strategies. The College has continued to spend a considerable amount of its own funds to upgrade and modernise lighting and electrical systems to reduce energy consumption. Into the future, as they reach the end of their life cycle, all lighting across the College is now being replaced with LED lighting.

The Facilities Team have introduced several new initiatives, including the use of re-useable micro fibre cleaning cloths and re-usable cloth vacuum cleaner bags and filters. We are trialling the use of environmentally friendly, recycled "Ecosoft" washroom paper products and have reduced the amount of cleaning chemicals used around the school. Maintenance issues such as leaking taps and toilet systems are addressed promptly, and the majority of gardens around the school are watered by hand to avoid excessive water use.

We have engaged the services of a local recycling agent that has provided us with large bins to collect recyclable paper and cardboard products which are collected on a regular basis.

All classroom air conditioners remain programmed to be unavailable for operation during break times, which over the entire College saves over 150 hours of operation per day. Timers on classroom air conditioners remain set at 120 minutes, to eliminate the unnecessary cooling of unoccupied areas during the day. Hot water systems connected to the computerised BMS have been programmed to turn off during weekends, and are manually disabled during school holidays.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	1,339,564	14,823
2012-2013	1,180,452	16,461
2013-2014	1,232,260	286,858

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.



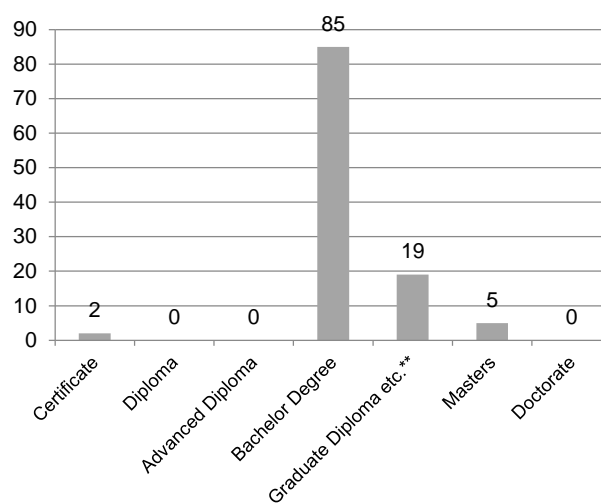
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	111	69	9
Full-time equivalents	107	50	7

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	0
Advanced Diploma	0
Bachelor Degree	85
Graduate Diploma etc.**	19
Masters	5
Doctorate	0
<b>Total</b>	<b>111</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$33961

The major professional development initiatives are as follows:

- Explicit Teaching
- Coaching and mentoring
- Essential Skills for Classroom Management
- The teaching of reading
- Moderation
- The teaching of writing
- Code of Conduct
- Student Protection
- QSA VET Assessment
- Junior Secondary
- One School ICPs
- Differentiation
- QSIL

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	86%

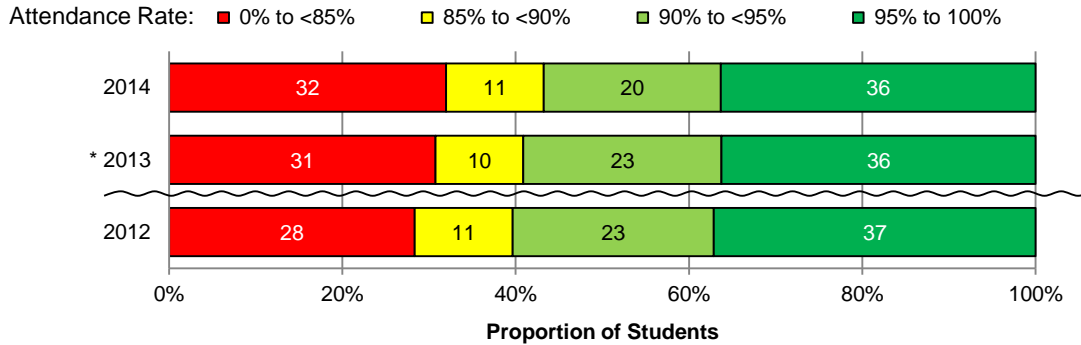
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	89%	89%	92%	93%	88%	91%	89%	90%	85%	85%	83%	85%
2013	89%	89%	90%	91%	94%	93%	89%	86%	87%	80%	82%	85%
2014	89%	88%	90%	91%	90%	92%	86%	87%	82%	82%	78%	86%

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- All rolls are marked electronically by teaching staff for each lesson of the day
- Parents/Carers of absent students are notified by SMS of the absence
- School Attendance Officer phones parents/carers of students who are late to school without explanation on a daily basis.
- School Attendance Officer phones parents/carers of student who have been absent 2 or more days to seek clarifications of non-attendance and encourage students to return to school.
- School Engagement Officer phones or conducts a home visit to the parents/carers of student's who have been absent for more than 10 days to seek clarification of non-attendance and encourage students to return to school.
- School Engagement Officer identifies non-attenders and refers to Student Support Services for Case Management
- Non-Attendance letters are posted to families every month requesting reasons for absences.
- Student non-attenders requiring Enforcement of Attendance letters are reviewed each fortnight by the School Engagement Officer.
- Reports on student attendance by year level are provided to staff once a week and are displayed and referred to on whole school assembly once a week.
- Reports on individual student attendance are provided to Form teachers once a week for follow up with students.
- Reports on 100% student attendance is acknowledged twice a term (5 week intervals) on year level parades.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading,

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

## Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

In 2014, Bentley Park College achieved smaller "gaps" in indigenous NAPLAN outcomes in all areas (Reading Writing and Numeracy) in all year levels (3,5, 7 and 9) compared to the average in Far North Queensland schools except for Year 9 Writing, which was the same as the Far North Queensland school average. The gaps compared to Queensland States Schools were lower at Bentley Park College in all areas except Year 5 Writing, Year 7 Writing and Year 9 Reading.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	79%	74%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	114	135	119
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	6
Number of students receiving an Overall Position (OP)	33	52	36
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	19	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	110	121	111
Number of students awarded an Australian Qualification Framework Certificate II or above.	31	44	42
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	62	96	97
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	52%	58%	39%

Outcomes for our Year 12 cohorts	2012	2013	2014
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	92%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	89%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	1	8	8	13	3
2013	5	9	16	17	5
2014	2	4	8	16	6

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	110	30	4
2013	117	34	14
2014	103	33	20

As at 19 February 2015. The above values exclude VISA students.

Please write a brief description of the types of VET qualifications completed by your students. Leave this blank if there were no VET qualifications completed by students in your school in 2014.

Certificate courses under taken at BPC in 2014.

Certificate I in Construction CPC10111- This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that intergrates the skills and embeds the facets of employability skills in context.

Certificate I in Engineering MEM10105 – Studying this course will give you the opportunity to gain the basic skills and knowledge necessary to increase your chances of employment in the Engineering trades. For those going onto further study, this course will provide you with a sound base for entry into the Certificate II in Engineering.

Certificate I in Automotive AUR10105 – This course is designed for beginners who would like to learn how a motor vehicle works. It is also appropriate for people looking to pursue a career in the Automotive Industry as it provides students with practical skills and knowledge used in the automotive mechanical trade. It provides a working knowledge of safety requirements, theory and use of hand tools and equipment and the production of power for motor vehicles.

Certificate I in Furnishing LMF10108 – This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes. This qualification reflects vocational outcomes for those performing operational duties in a furnishing enterprise supporting others.

Certificate I in Manufacturing MSA10107 – Manufacturing is a practical, project-orientated course, intended to develop skills that have direct application to a technical or industrial field and that help students meet the changing demands of society. Manufacturing helps students to develop understanding of industrial technologies and their application to industry and enhances their capacity to cope with, and contribute to life in, a technological society. It enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

Certificate I in Information Digital Media and Technology ICA10111 – This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

Certificate II in Information, Digital Media and Technology ICA20111 – This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. Possible job titles relevant to this qualification include: office assistant, records assistant, junior office support. This qualification provides basic digital literacy skills to support a wide range of varying industry occupations.

Certificate II in Hospitality (Operations) SIT20207 – This certificate course allows students to complete a multiskilled approach to Hospitality with a variety of commercial cookery and food and beverage units being undertaken. It provides the basis for a more specialized approach either through a school-based apprenticeship or after school.

Certificate III in Children's Services – A two year course which allows students the opportunity to gain the minimum qualification of Childcare Assistant in the child care industry. The course consists of three main components that must be completed: theory booklets, oral interviews and practical work placement. Practical placement in a childcare centre is required to complete the practical component of this course.

Certificate IV in Interactive Digital Media CUF40207 – Certificate IV in Interactive Digital Media is a standalone VET course that is offered only to students enrolled in the subject Information Technology Systems (ITN) for an extra cost. The context of this course following the CUF40207 training package is web designer / digital artist / digital animator. Many students completing this course go straight into the workforce as graphical designers, web designers etc.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The College communicates with parents prior to and at the time students depart the College. The College employs an Engagement Officer, a Youth Support Coordinator, two Community Education Counsellors and two Community Liaison Officers who support students and their families who are at risk of disengagement and early exit from school prior to the completion of Year 12. Early exiters are tracked, and the College makes every effort to ensure that students are engaged in learning or earning in accordance with the Education Act (2006).

The transient nature of the population in the catchment area leads to a significant number of students departing the College during Years 10, 11 and prior to completing Year 12, approximately ##% of students in this phase that left the College in 2014 did not formally advise the College of their exit and all attempts by the College to contact parents and carers failed.